



Section D1 A Great Early Childhood Workforce

Kentucky All★STARs: Accelerating Learning
Statewide through an **Advanced** Rating System



(D)(1) Developing a workforce knowledge and competency framework

All Miss Anita every wanted was to take care of kids – big kids, little kids, babies. It’s all the same to her. She started babysitting in middle school and was soon working more for families in Taylor County than she was on her homework. She graduated on time, but she was no rock star. She had all the education she needed to work with little ones. She just loved the little ones. But now, with the training she’s required to receive each year, she wonders: Maybe I should do something about that? Everybody seems to know just a little more than I do, she thinks...

That pretty well describes Linda Avery, an early care provider in Hopkinsville, KY. Linda never graduated from high school. Years later, as a caregiver for children, she came to a startling conclusion: How could she give the children in her care what they deserved if she never completed high school? Soon after, she enrolled in a Community Ed. GED class. A KIDS NOW scholarship and much hard work later, she had her CDA, a Director Credential, an Associate Degree, and she is working on a Bachelor degree. **She also operates a 4 Star early care and development center.** Linda is providing high-quality care for young children every day.

(D)(1)(a) Develop a common, statewide Workforce Knowledge and Competency Framework

The Commonwealth of Kentucky has developed a common, statewide Workforce Knowledge and Competency Framework, along with a statewide progression of credentials and degrees aligned with the Framework, to promote child learning and development and improve child outcomes. As part of this Framework, the Commonwealth has engaged postsecondary institutions, training centers, resource and referral organizations, and others to make available professional development opportunities to meet the requirements of the Professional Development (PD) Framework. In so doing, the State has unequivocally met the criteria for this section, as will be seen below.

The STARS quality rating system evaluation has been reinforced through data that shows early childhood educator professional development matters. The quality of early education and the training and knowledge of providers directly affects child learning and development outcomes.

In 2000 a new initiative was created called Kentucky Invests in Developing Success (KIDS) NOW. In addition to creating the first TQRIS to support and improve Kentucky’s early learning and development efforts, KIDS Now established the Early Childhood Development Authority




and with it the capacity to focus resources for both the short and long term. This included the capacity to coordinate stakeholders to target specific areas of concern.

Chief among the various areas undertaken is the expansion of the early learning and development workforce. Regional and statewide groups have built and continue to expand a continuum of learning that addresses the needs of future employees and employers. As part of the KIDS NOW initiative, Kentucky developed a workforce knowledge and competency framework and progression of credentials that includes articulation/transfer of credits, availability of scholarships and effective training in 2001. This evidence-based Early Childhood Professional Development Framework (PD Framework) was created by five professional development workgroups, submitted to the Professional Development Council, and approved by the Early Childhood Development Authority. These five workgroups were made up of experts from Kentucky's postsecondary institutions, early learning and development experts, and early childhood educators.

Since 2002, the PD Framework and extensive early childhood credentialing system have been effectively implemented throughout the Commonwealth.

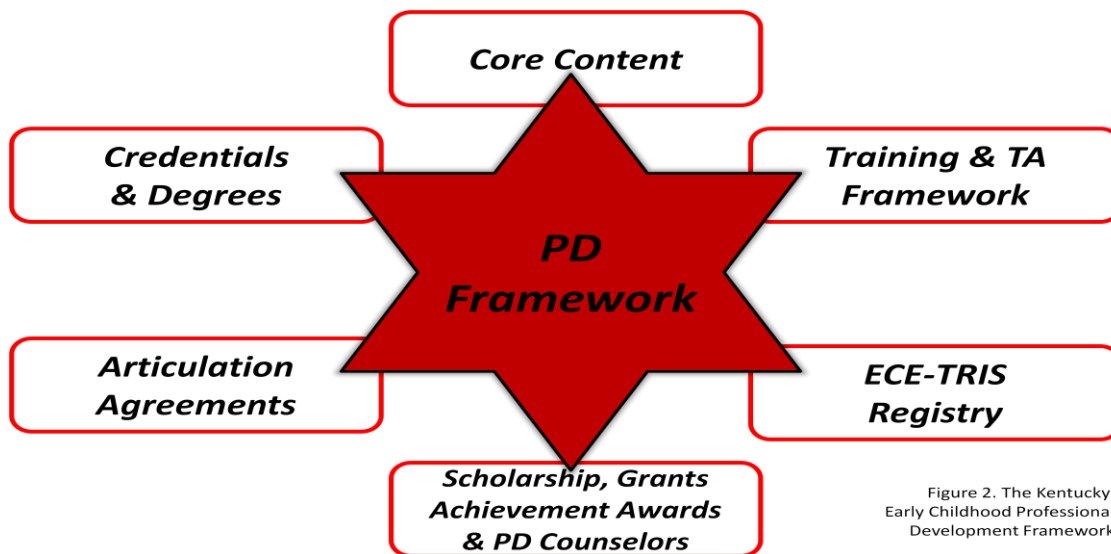
The PD Framework was designed to develop an early childhood education (ECE) workforce with the necessary knowledge and skills to improve young children's health, improve social and emotional cognitive outcomes, enhance school readiness, and help close the school readiness gap that exists between Children with High Needs and their peers at kindergarten entry. In addition, the PD Framework provides specific recommendations on how education, training and credentials are structured to support high-quality practices across the early care, intervention, and education systems.

Kentucky will continue to ensure the effective use and implementation of all components within the PD Framework, such as establishing the levels of training and recommended progressions through the Kentucky Early Childhood Core Content. The Kentucky PD



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Framework defines five levels of professional accomplishment as well as the necessary training, technical assistance, credentialing, and articulation requirements to support each level.

Kentucky licensing requires all early childhood education professionals to have a PD plan; 15 hours of PD per year is required through licensing for child care and Head Start and 18 hours are required for preschool and school-based Head Start.

The PD Framework includes:

- Early childhood core content which includes the early childhood standards and describes what early childhood professionals should know and be able to do;
- Credentials and degrees for early care, intervention and education professionals;
- A seamless training track to support professionals in building k from level to level;
- Provision of support services and/or technical assistance to help implement and sustain skills and practices of staff in the work environment;
- Articulation agreements which support the transfer of credits across education and training entities;
- A scholarship program at both college and non-college levels for early childhood professionals; and
- A Professional Development Training Registry called the Early Childhood Education Training Registry and Information System, or ECE-TRIS, which tracks continuing education, educational attainment, and partial credential information.



In addition, Kentucky will ensure the PD Framework is aligned with the new, integrated TQRIS system (expanded STARS), and will increase expectations around PD, particularly as a means to increase quality ratings in the expanded TQRIS system. The Early Childhood Advisory Council's STARS Workgroup includes staff and stakeholders who routinely work with and/or support the PD Framework and its implementation across the state. The PD Framework's Core Competencies specifically include the following subject areas:

- **Child growth and development:** Incorporating knowledge and application of early learning and development standards including child development and effective behavior management strategies, learning experiences for every child regardless of age must be planned around the child's developmental abilities. Early childhood educators must recognize that development proceeds in predictable steps and learning occurs in recognized sequences, but must also take into consideration individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.
- **Health, safety and nutrition:** Incorporating knowledge of child health (the basic needs of all humans), early childhood environments must ensure they meet these basic needs. Programs must adhere to relevant laws and regulations, and must consider the health, growth and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.
- **Professional development:** Providers of early care, intervention and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of, and involvement in, advocacy for early childhood learning environments.
- **Learning environments and curriculum:** Incorporating knowledge of early math and literacy development as well as effective instructional practices to support their development, providers of early care, intervention and education must know how to offer an organized, inviting, accessible and interactive environment with many diverse and appropriate materials, activities and experiences.
- **Child assessment:** Incorporating effective use of data and comprehensive assessment systems to guide instruction and program improvement. Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior,



systematically report on them to appropriate staff and family members, and use the gathered information to plan developmentally appropriate experiences and activities.

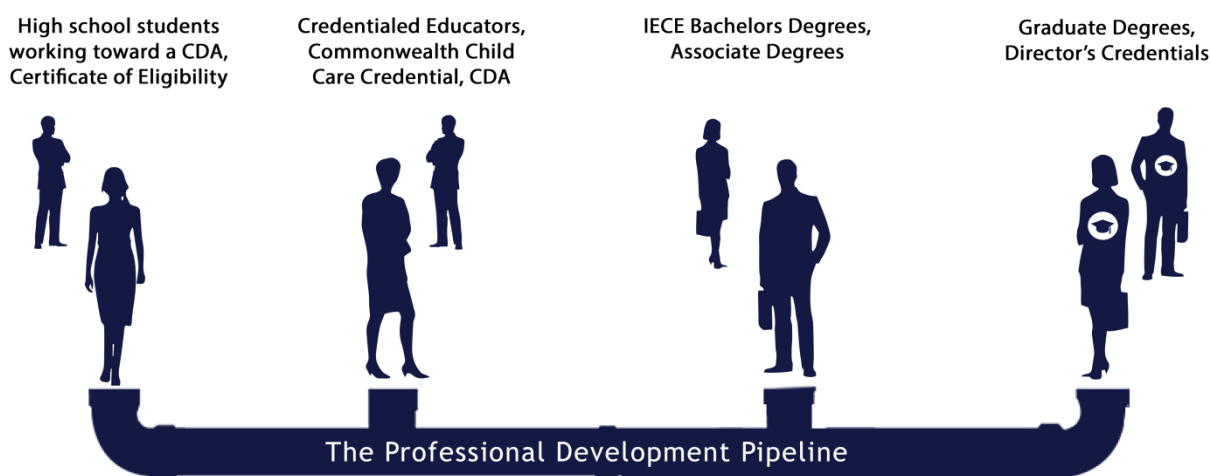
- **Family and community partnerships:** Incorporating knowledge of protective factors and effective approaches to partnering with families and building families' knowledge, skills and capacity to promote children's health and development in a culturally and linguistically appropriate manner, early childhood interventionists and educators must be able to understand family roles and how they play out in the lives of children. They must also integrate the following concepts:
 - Children develop within the context of their families, and families are the primary influence on children's development and have primary responsibility for child-rearing. In turn, each child has influence on the members of his/her family and on the family as a system.
 - A responsive early education environment respects and celebrates the diversity of values, customs and traditions in the family of each child and nurtures the primary relationships between children and those who parent them. A responsive early education environment also offers a variety of meaningful opportunities for families to participate in early childhood programs.
 - Provide community resource connections, as appropriate, through curriculum, interpersonal relationships and knowledgeable referrals.
- **Program management and evaluation:** Early childhood interventionists, educators and caregivers must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers and evaluators. Program evaluation will include input from staff, families and the community.

(D)(1)(b) Develop a common, statewide progression of credentials and degrees

One area of focus for Kentucky's KIDS NOW initiative has been to consistently improve the quality of early learning environments by improving the qualifications of the early childhood workforce. According to the 2012 Early Care and Education Evaluation conducted by the University of Kentucky, "Teacher education level has consistently been associated with positive child outcomes in Kentucky's evaluation of early care and education. Evaluation results suggest that teachers with more experience engage in teaching behaviors (which are) linked to positive child outcomes."



In 2001, with the creation of the PD Framework requirements and stipulations regarding ECE professionals' degrees, credentialing and training were instituted. A number of resources were utilized to create the PD Framework and continues to be used to inform the current work (see List of Resources, Appendix). Since 2011, Kentucky has made a concerted effort to increase collaboration across the three silos (Early Learning and Development Programs, Head Start and Public Preschool) to work closely and collaboratively together for greater educational gains



across the board. This collaboration has ensured better use of finances by removing duplicative services/funding, and ensures positive outcomes for the Commonwealth's youngest residents.

Kentucky has utilized the concept of a Career Lattice, as seen in the graphic above, for over 15 years. As part of KIDS NOW, the PD Career Lattice was intentionally redesigned to allow multiple points of entry into the Early Childhood Education career field. Because the ECE workforce is transient and fluid, and come from many different entry points into the ECE field, the PD Career Lattice is the perfect model for ECE professional development growth.

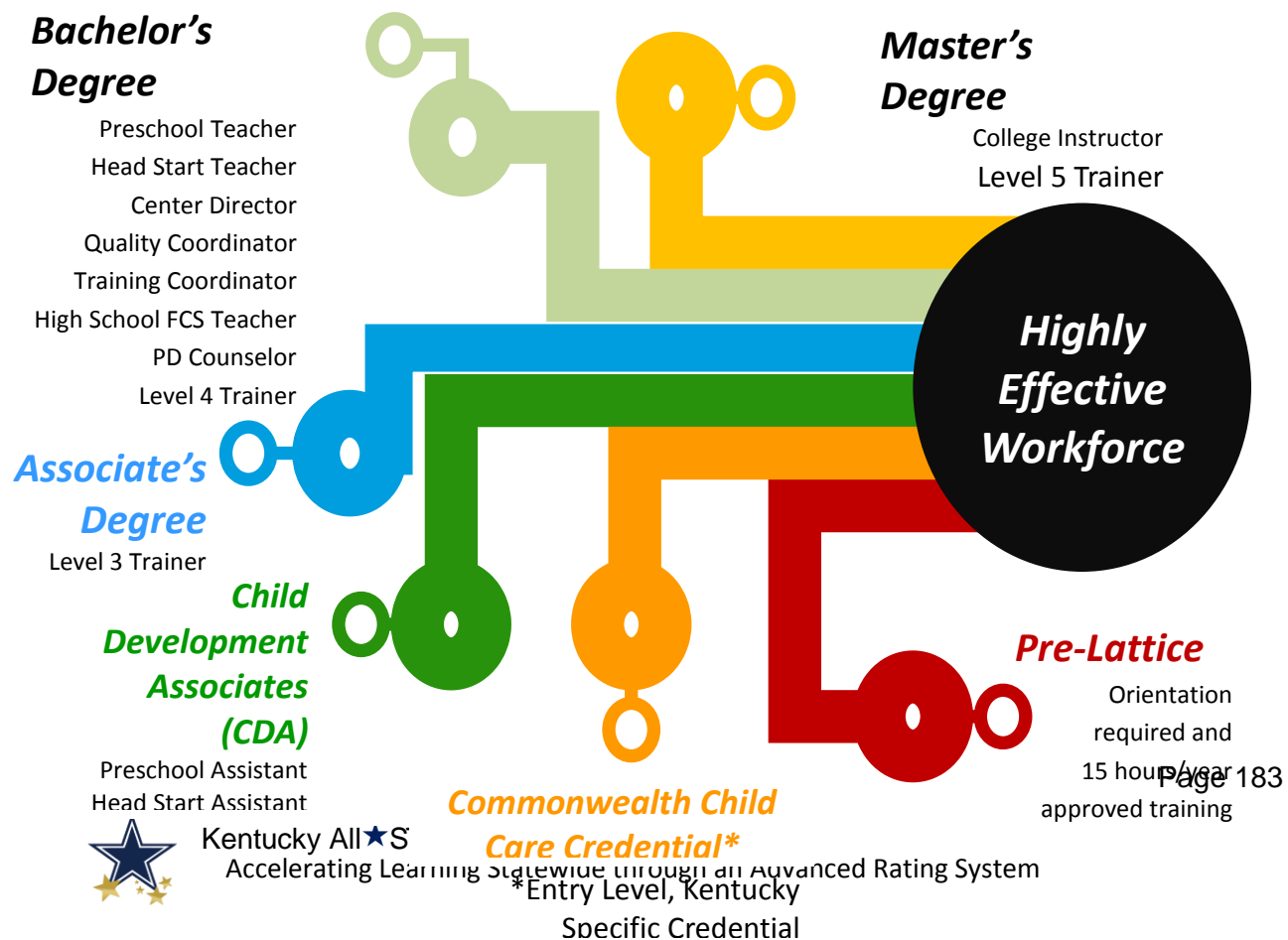
In addition, the college- and career-ready emphasis the State has instituted has helped create an opportunity to significantly expand the workforce by developing future early childhood educators within high school Family and Consumer Sciences Early Childhood programs. High school students who successfully complete the course requirements receive a Certificate of Eligibility to apply for the Commonwealth Child Care Credential. In 2011, the Council for Professional Recognition began allowing eligibility for the Child Development Associate (CDA) designation to high school juniors and seniors in early childhood education vocational programs. These students must meet all requirements to obtain the designation, but do not have to be



years old or a high school graduate prior to obtaining it. This program creates a **fast-track to careers and credentials** for high school students and increases the number of available and highly-qualified early childhood workers. Additionally, the program creates increased buy-in from stakeholders for the following reasons:

- Increased STARS participation. Currently, Centers with a 3 STAR rating or higher are required to have 50 percent of employees with Child Development Associate or Commonwealth Child Care Credentials designations.
- The Child Development Associate or Commonwealth Child Care Credentials (described below) enable high schools to meet the required stipulation that students graduate career ready – a major push of the Kentucky legislature for public education.
- Early Care and Education Programs are able to hire new and knowledgeable staff to replace Associate, Bachelor and Interdisciplinary Early Childhood Education staff who are moving up in their careers.

Our Professional Development System



Kentucky's PD Framework provides multiple opportunities for those in the early childhood workforce to acquire increasing levels of professional credentials. Each credential represents a distinct entry/exit point, and a building block to the next level of credentialing and competency.

The State has articulated the national Child Development Associate (CDA) credential to 9-12 college credit hours which gives Early Childhood Educators the incentive to continue their personal professional development. The CDA is a requirement for Head Start, and listed as a benchmark for preschool aides by the National Institute for Early Education Research (NIEER). The portability of the CDA credential from state to state and its recognition in programs such as Head Start, corporate child care, military child care and several other countries makes it a valuable credential to obtain. For Kentucky, the CDA is an opportunity to package non-college credit bearing hours of PD into a credential recognized by higher education for ECE professionals. This enables ECE professionals climbing the career lattice to transition easily into higher education and leverages state scholarship dollars for the substantially less expensive non-college CDA training.

In addition to the national CDA credential, Kentucky also offers four specific early childhood credentials/certificates, including the following:

- **Commonwealth Child Care Credential (CCCC):** This credential reflects additional training for practitioners wanting to exceed the minimum training hours required by child care licensing regulations. The CCCC provides the non-traditional ECE worker a first step into the CDA credential, effectively creating a halfway point to the CDA. The CCCC provides a merit/milestone award for the successful completion of the required hours, and incentivizes this PD step. The CCCC requires 60 hours of instruction based on a common set of core competencies within the PD Framework and is awarded by the Division of Child Care. The CCCC aligns with the first 60 hours of the Child Development Associate credential and can articulate to a 3-credit hour college course.
- **Director's Credential:** This credential provides education and development in the needed skill areas to manage an early childhood program. Requirements may include 12 college credit hours in early childhood education and related administrative subjects. The credential is awarded by the Division of Child Care upon successful completion of the requirements and upon recommendation by an approved higher education institution.



- **Trainer’s Credential:** This credential signifies the successful completion of competencies and standards for those providing training to early childhood practitioners from basic level one to a level five credential. Specific education and experience are required as well as completion of “Fundamentals of Effective Training” (15 hours) and “The Introduction to Resources in Kentucky for Early Care and Education Trainers” (2 hours). The trainer’s level of education, training and experience corresponds directly to the content levels at which training may be offered.
- **Interdisciplinary Early Childhood Education Certificate:** This college or university certificate is achieved through the teacher licensure program, allowing early care and education professionals to teach children from birth through self-contained kindergarten (regular and special education) in public school and early intervention settings. It provides educators with knowledge about cognitive, physical, social and emotional development. Programming for the Certificate is being offered through Kentucky colleges and universities and is available at the Bachelor and graduate degree levels with oversight provided by the Kentucky Education Professional Standards Board.

The Professional Development (PD) Workgroup of the Early Childhood Advisory Council has a number of subgroups, including:

- Trainer’s Competencies Workgroup
- Technical Assistance/Coaching Workgroup
- Core Content Workgroup
- The Institutions of Higher Education

With and through these groups, the PD Workgroup is currently evaluating all aspects of the original PD Framework strategies (including trainer competencies and core content for early childhood educators); they are actively pursuing those strategies which better align and streamline professional development systems for early care, preschool and Head Start. The PD Workgroup is looking assist early childhood educators to understand how prior education and/or training at one level will transfer to another level or educational institution. The PD Framework strategies will also be aligned with the expanded STARS quality rating and improvement system.

The Trainer Competency (TC) Workgroup and the Technical Assistance/Coaching Subgroup (both part of the PD Workgroup) have been working to identify “next steps” which will help build additional supports, build on Kentucky’s Trainer Credential, and continue to enhance



trainer competencies to ensure the delivery of high quality training. The ultimate goal of identifying needed next steps is to increase the application of best practices in early childhood training within the workplace. The Workgroup has successfully identified four priorities going forward:

- Creation of a mentoring system in Kentucky for new trainers;
- Creation of a self-assessment tool for trainers;
- Creation of observation checklists for trainer competencies; and
- Develop Professional Learning Communities for trainers.

The TC Workgroup has drafted a self-assessment tool for trainers which aligns with the PD Framework, the Fundamentals of Effective Training Principles (for self-improvement), and have included suggestions for how the tool may best be utilized. In addition, the TA/Coaching Subgroup has been working to increase knowledge and expertise of all ECE professionals through mentoring, coaching and consultation. The Workgroup is a cross section of the early childhood community including Head Start, Regional Training Centers, QEI/STARS, HANDS, First Steps, Child Care Aware TA Coordinators, and Child Care Nurse Consultants. All TA providers will have a **common set of competencies** that provide the foundation for effective high quality TA. The subgroup is tasked with developing a proposal or plan for an optional TA credential which designates that TA providers demonstrate knowledge and skills needed to provide effective TA. They are now in the process of making recommendations to the PD Workgroup.

Professional development for early care and learning professionals in Kentucky is being delivered through a variety of partners (e.g., institutions of higher education, regional training centers, child care resource and referral agencies, CECCs, Kentucky Educational Television and others) in coordination with the Governor's Office of Early Childhood.

(D)(1)(c) Engage postsecondary institutions, others in aligning PD opportunities

Kentucky's PD Framework includes an articulation process integrating the system for credentialing and training of early childhood professionals – a process that allows professionals at any point in the continuum to work toward higher levels of professionalism. The PD Framework includes five levels of competency, each of which connects and transfers to the next level. At lower levels of competency, the completion of a particular credential, program or certificate transfers as college credit. Students are then able to transfer their training hours



between secondary schools, community and technical colleges, training programs, and four-year institutions. The academic credits are transferable as well, supporting those who may decide to work toward an Interdisciplinary Early Childhood Education (IECE) degree.

Kentucky's higher education system is organized around regional universities, both public and private, and local community colleges in the Kentucky Community and Technical College System (KCTCS). Currently there are **36 approved programs** aligned with Kentucky's Workforce Knowledge and Competency Framework, which includes all state universities and most community colleges and public and private colleges. Individual institutions will ensure students hold the requisite levels of competency for each early childhood education credential or certificate earned.

For most colleges in the KCTCS, the Child Development Associate credential translates into nine hours of college credit, and the Commonwealth Child Care Credential and Child Development Associate have both been articulated by course of study. Community Colleges award an Associates of Applied Science in Interdisciplinary Early Childhood Education to their graduating students, and both two- and four-year programs for Early Childhood Educators in Kentucky have been aligned with the Workforce Knowledge and Competency Framework. The State has worked to ensure articulation agreements which allow students to more easily obtain skills and credits necessary to become college-degreed early childhood educators. The Director's Credential at all schools is approved through college coursework content evaluated by a representative group of knowledgeable professionals within the field.

Kentucky's Early Care and Education credentialed trainers promote high quality professional development which results in the transfer of learning and positive outcomes for young children and their families. Training provided by credentialed trainers meets the requirements of the following programs: child care licensing, certification and registered provider training; the current STARS Quality Rating and Improvement System; Commonwealth Child Care Credential renewal; and Trainer's Credential renewal. Early Care and Education coursework completed through an accredited institution of higher education will be accepted to meet the training approval requirements.

The KIDS NOW Scholarship program has built a strong higher education infrastructure throughout the state, awarding 17,806 scholarships totaling over \$10 million to attend postsecondary institutions since 2011. Professional development has given the early childhood



education field in Kentucky a common language that child care, state-funded preschool, and Head Start programs and educators can all understand and use to build, blend and partner together. In addition, Kentucky has several major regional organizations that provide training and technical assistance (TA) services to early care, intervention and education professionals across the state, including:

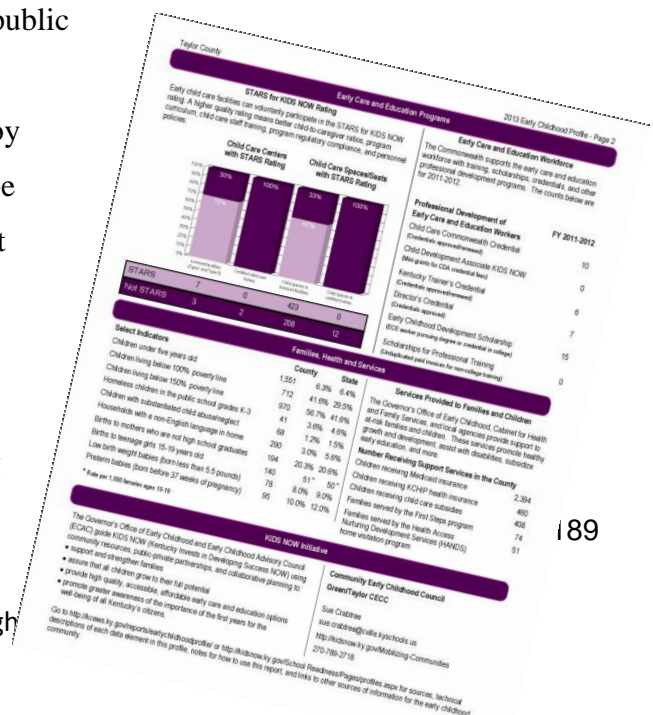
- Child Care Aware (CCA), which began as Child Care Resource and Referral Agencies (CCR&Rs), began in July of 2012 as a cross-sector partnership to support families' access to information and resources regarding high quality early child care. CCA also assists in increasing knowledge and demand for high quality ECE services; assists in providing and accessing PD opportunities and resources; and assists community stakeholders in accessing information and resources to increase their knowledge of high quality care. CCA also provides individualized child care referral services to families and provides a web portal for families to search for child care within any region of the state. Providers also continue to receive training through credentialed trainers and approved agencies, as well as help identifying and accessing training needs. In addition, CCA provides a TA coordinator in each location to support providers in meeting state licensing requirements.
- Early childhood Regional Training Centers (RTCs) are funded through the Kentucky Department of Education, Division of Program Standards- School Readiness Branch and have staff available across the state to offer technical assistance and training to public preschool teachers and staff. RTC staff members offer regional trainings/workshops, on-site consultations, lending libraries of materials, as well as annual statewide and regional collaborative institutes.
- Child Care Health Consultants (a part of Healthy Start in Child Care), funded through the Cabinet for Health and Family Services, Department of Public Health, Early Childhood Development Branch. Consultants provide education and technical assistance to child care providers across the state to promote a healthy and safe environment for young children in out-of-home settings. Education offerings around the health, safety, nutrition and social/emotional needs of young children are provided; consultants are available through local health departments on a regional basis to provide services to every county in the State.
- The Quality Enhancement Initiative (QEI), funded through the Cabinet for Health and Family Services, Division of Child Care, consists of two components. The QEI seeks to



improve the quality of early care and education services by providing information, TA and access to supports needed to participate in the STARS for KIDS NOW Quality Rating System, as well as assistance with evaluating the effectiveness of services provided by child care facilities and homes. The QEI also provides assistance to Early Childhood Educators through Professional Development Counselors (PD Counselors) that are located in Kentucky Community and Technical College sites across the state. PD Counselors support scholars in the successful completion of a planned program of study and assist in the planning and implementation of a Professional Growth Plan (PGP) specific to the individual's goals and needs. The PD Counselor also facilitates the application processes for the Related Expenses and Milestone Achievement Awards.

- Community Early Childhood Councils (CECCs) ensure local understanding and childcare participation in STARS to earn or retain STARS ratings, and provide many PD training opportunities for childcare workers throughout the Commonwealth. The Councils have been proactive across the state and ensure the latest research regarding ECE is embedded in the content of provided trainings. CECCs are GOEC's go-to for ensuring local communities have a broad understanding of the School Readiness definition and help to provide a statewide understanding of newly released early childhood data, as explained below. CECCs support local early education providers in understanding the Early Learning Standards, and continue to work with families to ensure an understanding of early childhood development and the Brigance Kindergarten Screener throughout the community.
- The Head Start community in Kentucky accesses the same training networks as those Early Childhood Educators in licensed child care and public preschool Head Start ensures they meet the qualifications of the Federal Training Priorities by accessing these same services. The GOEC will be looking at simplifying and integrating Head Start training into the full complement of TA and trainings made available to ECE workers throughout the State.

Kentucky's PD Workgroup also has begun on-going conversations with the institutions of higher



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education (IHEs) who oversee the Interdisciplinary Early Childhood Education (IECE) certification programs. These conversations and meetings are seen by all parties as an opportunity to gain knowledge from the field and provide support to all through new collaborations for early childhood educators. One of the goals already developed includes embedding the Professional Development Framework into the work culture, and making the **career lattice** (p. 56-57) a living document to give guidance to early childhood educators. Engaging in a continual dialogue with institutes of higher education enables the State of Kentucky to be a better resource and offer assistance in coordinating and streamlining the professional development system.

The PD Workgroup began evaluating the current system of available PD, looking for opportunities to strengthen the already strong and well-developed system of educator supports. As part of this evaluation, several sub-workgroups were created: TA, coaching, trainer competency, and higher education with the goal of making the system more responsive to changes throughout the ECE profession.

Within the past two years, a snapshot of ECE credentials were provided by county, on the Early Childhood Profile, and was created for CECCs to use to improve education and TA in their local service areas. The EC Profiles help the CECC with planning process and continue to build local capacity. Using the Profile and the Brigance Kindergarten Screener data, a more strategic, targeted, local community focus for ECE trainings can be realized. By looking at each community, center, individual and council need, the capacity of each community can be built based on the specific needs and gaps in learning identified for that area. This is a different way to look at data and improve child outcomes.

Building on the foundation currently in place and leveraging partners and delivery systems, areas of opportunity can be identified; certainly we can create a system that is more responsive to the needed changes in early childhood education – a system that first determines the gaps in educator learning and responds with solutions to those gaps. To begin this systemic change, trainer competencies and TA coaching can be used to ensure greater, more timely and personalized responsiveness within the profession.

To bring this point home, Kentucky has had a **long history** of providing support for the state's Early Childhood Workforce. Likewise, the Commonwealth has been and continues to be dedicated to providing Early Childhood Educators with a clear pathway to continually improve



and progress throughout their careers. Our plan to support the Early Childhood Workforce will continue this long held commitment through the following two key elements

- **A responsive professional development system**

As detailed in Section B of our proposal, Kentucky will implement a Tiered Quality Rating and Improvement System that includes all Early Learning and Development programs.

Because the research is clear that Early Childhood Educator professional development affects child outcomes, all of the Early Childhood Educators participating in programs in the expanded STARS rating system will receive targeted, high priority professional development on a targeted number of high-yield subjects. The Professional Development Workgroup of the Early Childhood Advisory Council will work statewide with organizations who deliver professional development to Early Childhood Educators to provide them accessible, high-quality training opportunities they need in two priority areas:

1. **Strengthening Families Framework.** As detailed in Sections A2 and C4, Kentucky will adopt a statewide framework of building family protective factors in families with Children with High Needs in order to reduce the negative effects of toxic stress. Strengthening Families will also be integrated into the expanded STARS rating system.
2. **Adult Child Interactions.** Research clearly shows that when a child has high quality interaction with an intentional, caring adult their learning increases (Pianta, 2008). The Professional Development Workgroup will work with partner organizations to develop a plan to integrate these priorities into professional learning opportunities throughout the Commonwealth.

- **Unified Expanded Registry**

Kentucky has long operated a training registry: the Early Care and Education-Training Records Information System or ECE-TRIS. Currently this system is mandatory for all licensed Early Learning and Development programs. However, the system is not currently utilized by Early Childhood Educators in public preschool programs. This includes sites that are “blended” with Head Start. Therefore, we will develop a plan to expand the current ECETRIS/registry system to include all Early Childhood Educators in statewide. The Professional Development Workgroup, along with staff support from the Governor’s Office of Early Childhood, the Department of Education and Cabinet for Health and Family



Services will work with the ECETRIS technical teams to design an expansion of the current registry system that will be a user-friendly tool to collect data on preschool educator professional development information. This team will also work to design data interface so that data from the Kentucky Department of Education system can be shared with ECE TRIS.



	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	
D1- Workforce Knowledge and Competency Framework Milestones	Year 1				Year 2				Year 3				Year 4				Responsibility
Anticipated Award Date																	
Workgroup members identified and convened	X																Governor's Office of Early Childhood
Begin research on ECE-TRIS system requirements for new interface		X	X														Governor's Office of Early Childhood Early Childhood Advisory Council Ky Department of Education Division of Child Care (CHFS) ECE TRIS Project Manager
Create plan for system requirements identification, piloting and training process, importation of data, and roll-out implementation				X													Governor's Office of Early Childhood Early Childhood Advisory Council Ky Department of Education Division of Child Care (CHFS) ECE TRIS Project Manager
Design, develop, and test of Pre-K system requirements					X												ECE TRIS Project Manager
Train and pilot new ECE-TRIS interface						X	X										ECE TRIS Project Manager Ky Department of Education Governor's Office of Early Childhood
Development of data import process from Infinite Campus into ECE-TRIS						X											ECE TRIS Project Manager Ky Department of Education Governor's Office of Early Childhood



	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	
D1- Workforce Knowledge and Competency Framework Milestones	Year 1				Year 2				Year 3				Year 4				Responsibility
Statewide implementation of Preschool ECE-TRIS data interface							X										ECE TRIS Project Manager Ky Department of Education Governor's Office of Early Childhood
Begin Statewide ECE-TRIS roll-out campaign							X	X									Ky Department of Education Governor's Office of Early Childhood
Collect and analyze training data									→								ECE TRIS Ky Department of Education Governor's Office of Early Childhood
Create a statewide implementation plan		X	X	X													Governor's Office of Early Childhood ECAC PD Workgroup
Statewide Strengthening Families and Adult/Child Interaction Trainings rolled out					X												Governor's Office of Early Childhood ECAC PD Workgroup
Implement statewide plan – Strengthening Families / Adult Child Interaction									→								Governor's Office of Early Childhood ECAC PD Workgroup All training agencies across Kentucky, including but not limited to CECCs, RTCs, Child Care Aware

